

CHAPTER I

INTRODUCTION

In this chapter will present the introduction that consist of the background of the study, problem of the study, objective of the study, assumption of the study, hypothesis of the study, significance of the study, the scope and limitation of the study and also definition of key terms.

A. Background of the Study

English is one of the subjects at elementary school. English can be learned formally or informally by students. Formal means that at school especially in the classroom, while informal means activities in outside school such as in the courses in the special place. In Indonesia young learners need to master English because students competition is getting tighter and also because of the globalization era. Therefore English subject must be learned in schools even though it is not included in the subject listed in curriculum or it can be called local content.

English can be a very fun language to learn if students enjoy the class activities. The teacher may be able to make class fun by doing some activities like using a game to be a successful in implementing a communicative approach to young learners' characteristics. Amonrant Chirandont, entitled of journal "The Effects of Teaching English through Games" Surassawadee, et al proposed that the outstanding characteristics of beginners are curiosity, activeness, having a short



span interest, preferring working in group.¹

According to Abdul Khobir, entitled of journal *"Upaya Mendidik Anak Melalui Permainan Edukatif"* Abu Ahmadi stated that game is an activity that contains fun and done of their accord with the aim of get pleasure when carrying out these activities. Games are quite important for the mental development of children. Therefore it is necessary.² By playing game children not only get fun but also learn, namely the role of teacher to include an element of education in it.

Amonrat Chirandon, entitled of journal *"The Effects of Teaching English through Games"* Lee stated that using games in classroom can support English learning in many perspectives.³ It means that it provides opportunities for target language practice, encourages students to communicate by using all four languages skills, and creates a real life situation for using language. Moreover, the foremost students' problem in learning English is lack of interest. According to Hence, et al suggests that games are the effective means subtaining students' interest and getting rid of anxiety in class.⁴ So it means learn by games is effective way to getting students are interest to learn.

In addition, Shaptoshvili states that the purpose of games is to reinforce the learnt language through practice. The learners are

¹Amonrat Chirandon, et al,"*The Effects of Teaching English Through Games,*" *International Conference on Humanities and Social Siences Faculty og Liberal Arts, Prince of Songkla University, 2.*

² Abdul Khobir, *Upaya Mendidik Anak Melalui Permainan Edukatif,* "Forum Tarbiyah" Vol.7, No. 2 (Desember 2009):196

³Amonrat Chirandon, et al,"*The Effects of Teaching English Through Games,*" 2

⁴ Ibid

engaged in an enjoyable activity without realizing that they are practicing language.⁵ It means that games are an excellent way to practice spelling and vocabulary as they spark students interest and allow them to have fun and interact with each other thus, developing their communication a skills.

Games are motivating and entertaining to the students. They have opportunity to active in learning. Therefore games become an extrinsic factor in learning especially learning the foreign language. Because by using games in learning, students will easily understand the lesson and also they are not bored in the learning process. As the teacher have opportunity to engage the students' roles as active learners and teachers should be able to choose an appropriate teaching strategy.⁶ Beside that According to Glendon and Ulrich stated that using game as a teaching strategy is that students have the opportunity for immediate feedback, through the discussion of correct answers and their rationales.⁷

Therefore according to English teacher at SDN Duko Timur 1, he stated that teaching English had to use different learning strategies. Namely with the aim of attracting students' attention in the teaching and learning process and also increasing students'

⁵ Amonrat Chirandon, et al, "*The Effects of Teaching English Through Games*", 3

⁶ Putu Widiyantara Adiyana, et al, *The Use of Interactive Games as a Teaching and Learning Strategy in an EFL Class in a Developing Country*, Vol.1, 2018, 112-113.

⁷ Lisa Boctor, *Active Learning Startaegies: The Use of a Game to Reinforce Learning in Nursing Education. A case Study*, 97.

knowledge in learning English.⁸ It means that students can easily understand what the teacher's mean if the teacher using the different strategies in learning English. Beside that he suggested doing the research in the fifth grade

Using game can be implemented in the classroom.⁹ It is the way in learning process to make children familiar with English. Using games in learning will have an influence on students' achievement in learning especially in English vocabulary mastery. That is because there are motivational factors and also students are interested in learning foreign languages especially in learning vocabulary.

Vocabulary is basic to learning English. In other words vocabulary is the key to being able to learn English especially in speaking skill. If we do not have vocabulary we cannot speak English. Likewise, students who have a lot of vocabulary will have an effect on their language skills. This is one of the factors that influence is the learning strategy. It might happen to the fifth grade at SDN Duko Timur 1. Due those reason, the researcher is interested to conduct this research.

Based on the background of study above, the researcher conduct the research with entitled "The Effect of Picture Card

⁸ Anton Waluyo, English Teacher at SDN DukoTimur 1, Interview by WhatsApp (19th March 2021) Result of Pra research

⁹Putu Widiyantara Adiyana, et al, *The Use of Interactive Games as a Teaching and Learning Strategy in an EFL Class in a Developing Country*, 113.

Games on the Fifth Grade Students' English vocabulary mastery at SDN Duko Timur 1".

B. Problems of the Study

According to Creswell, research problem are the educational issues, controversies, or concern that guide need for conducting a study.¹⁰ The problem of studies is consisting of a direct or indirect question that should be answered in the objective study. Based on the background of study above, the researcher observe several problems are:

1. Do the fifth grade students of SDN Duko Timur 1 taught by using picture card games have better vocabulary mastery?
2. How significant is the effect of using picture card games on the fifth grade students 'English vocabulary mastery of SDN Duko Timur 1?

C. Objective of the Study

Based on the research problem above, the purpose of the researcher are:

1. To find out the significant effect of using picture card games on the fifth grade students' English vocabulary mastery of SDN Duko Timur 1.
2. To measure the significant effect of using picture card

¹⁰ John W Creswell, *Educational Research*, (New York: Pearson, 2012). 59

games on the fifth grade students' English vocabulary mastery of SDN Duko Timur 1.

D. Assumption of the Study

Assumption is the basic belief of the researcher statements.¹¹ It means that the assumption is a researcher's basic opinion. The assumption of this research is there is an effect of using picture card games to English vocabulary mastery.

E. Hypothesis of the Study

According to John Creswell there are two kinds of hypothesis in the research¹², there are two kind of hypothesis namely Null hypothesis (H_0) and Alternative hypothesis (H_a). The hypothesis in this research:

1. Null hypothesis (H_0), it means that there is no significant effect of using picture card games to English vocabulary mastery at the fifth grades of SDN Duko Timur 1
2. Alternative hypothesis (H_a), it means that there is an effect of using picture card games to English vocabulary mastery at the fifth grade of SDN Duko Timur 1

In this research, the researcher used alternative hypothesis (H_a)

¹¹ Mohammad Adnan Latief, *Tanya Jawab Metode Penelitian Pembelajaran Bahasa*, (Malang: UM Press, 2010). 52

¹² John W Creswell, *Educational Research*.

because the researcher belief that there is an effect of using picture card games to English vocabulary mastery at the fifth grades of SDN Duko Timur

F. Significance of the Study

Significance of the study is describes the urgency of the research, either theoretically and practically. That is usefulness in the development of Sience, meanwhile social unity is directed as a single effort and deep stage solve social problems.¹³ So the significant of study is show the importance of this research.

1. Theoretical significance

This research can give information how to know the students English vocabulary mastery by using picture card games

2. Practical significance

a. For researcher

This research will give advantages namely how to know students English vocabulary mastery by using picture card games

b. For English teacher

¹³ PPKI IAIN Madura, Pamekasan: 2020, 19

This research will help the English teacher give information the theory and what the suitable strategies related with English vocabulary mastery.

c. For reader

This research will help the readers to know what the effect of using picture card games for students to English vocabulary mastery

d. For further researcher

This research it can be continued study for the next researchers who want to conduct the research about the strategies that suitable in learning English.

G. Scope and Limitation of the Study

The scope of research is what needs to be explained in this section are limitations the variables studied, the population or research subject, and research sites. In it can also be described a description variables into sub variables and their indicators.¹⁴

The scope of this research focus on the effect of using picture card games as one of strategies in teaching English to know the students English vocabulary mastery. And also this research limited on the fifth grades students at SDN Duko Timur 1.

¹⁴ PPKI IAIN Madura, 19

H. Definition of Key Terms

Definition of key terms is formulation of terms in the form of understanding. The researcher uses some definition for the key terms as follow:

1. Vocabulary is a set of words that are owned by someone
2. Educational game is the game that used in the process of teaching and learning in the classroom.
3. Picture Card Game is game that is using card (flash card) as a tool

I. Previous Study

Previous study is the result of previous research which serves as a comparison and equation of research with previous research. It means that the purpose of a previous study in this research is previous study that has been conducted by other researchers.

A previous study has been conducted by Alaa' Ibrahim Harb under title "The Effectiveness of Educational Games on the Sixth Graders' Achievement in English Language in Gaza Southern Governorates". Based on the findings, derived from the result of his research as follow:

1. Educational games can provide students with a better learning environment which reflected on their achievement of English language especially in learning vocabulary.

2. Educational games provided students to enjoy, pleasure, enthusiasm which were significant enough to affect the students' achievement positively in learning English
3. Educational games can stimulate students when learning English easily.¹⁵

In conclusion in his research is educational games are suitable strategy to increase students' achievement in English language.

The similarities with this research are the both research it is about learning strategies by educational games, measure students' achievement in English language by using games and also the object of this research is elementary school students.

The differences are the his research conducted in the sixth grades of Gaza Southern Governorates while in this research will conduct in the fifth grades of SDN Duko Timur 1. And also his research about educational games while in this research focus on picture card games.

The other researcher that have been conducted a similar research is Sinta Kusuma entitled *"Pengembangan Media English Vocabulary Mata pelajaran Bahasa Inggris Kelas V SD/MI in Fakultas Tarbiyah Universitas Islam Negeri Raden Intan Lampung"*.

¹⁵Alaa' Ibrahim Harb, *"The Effectiveness of Educational Games on the Sixth Graders' achievement in English Language in Gaza Sourthern Governorates"*, (Thesis of The Islamic University – Gaza Graduate Studies Deanery College of Education Curricula & English Teaching Methods Department, 2007), 122

The result is media English vocabulary card achieved the very good category or very interesting with an average rating of 86.6% included in the very good category and for a large scale at SDN 1 Harapan Jaya got a percentage of 87.6%, means that this product is very much used.¹⁶

The similarities between both research is has same topic it is about the use of media card in teaching and the sample is the fifth grades students of elementary school. But, the difference is the object that will be measured is the place.

¹⁶SintaKusuma, *Pengembangan Media English Vocabulary Card pada Mata Pelajaran Bahasa Inggris Kelas V SD/MI*, (Thesis of Fakultas Tarbiyah dan Keguruan universitas Islam Negeri Raden Intan Lampung, 2018), 79